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ABSTRACT

Designed to help students obtain job skills and abilities that will help them on the job, this guide presents three weeks of lesson plans enabling students to perform each step in acquiring and holding a job in a simulated business. Following suggestions for obtaining products requiring no capital outlay, a brief description of the five departments within the simulated company (Office of the President and Vice President, Secretary, Bookkeeper, Advertising Department, and Salespersons Department) is provided. Topics covered in the lesson plans are letters of introduction: application completion: phone interviews: personal interviews: business operations in the classroom: and responsibilities of the president, vice president, secretary, bookkeeper, and salespersons. Sample want ads, application letters, interviews checklists, memos, and daily work directions are included. (MN)

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Utilization of a Fund Raising Event as a Curriculum to Teach Job Skills

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UTILIZATION OF A FUND RAISING EVENT AS A CURRICULUM TO TEACH JOB SKILLS

Students are repeatedly told that in order to obtain a job they must possess the appropriate job-finding skills, as well as the abilities which will keep them on the job. The following presents three (3) weeks of lesson plans and activities which require the students to perform each step in acquiring and holding a job in a simulated business. The students actually compete for a position within the company and then work daily on job-related assignments during classroom time. Because the business' purpose is selling a real product--ink pens--the students view the unit seriously, and hence true-to-life stress becomes an added component of the unit.

Any product which requires no initial outlay of money can be sold; for example, ink pens from the U.S. Pen Company or candy from the Kathryn Beich Company. Products are sent directly to the teacher and upon completion of the sale, fifty percent (50%) of the profits are returned to the supplying company. This unit is easily incorporated into the classroom, and only a minimal amount of materials perhaps not normally found in a classroom are required.

The students are told that the money earned will be used for a field trip; the choice of which is up to their majority vote. Two classes of ten to twelve (10-12) students each are involved in this unit, and one case of pens is ordered. If all pens are sold, $200.00 is collected. From this amount, $100.00 is retained, and each class has $50.00 (dependent, of course, on the premise that each class sells an equal amount of pens). This unit is carried out in a Consumer Education class which meets fifty-five (55) minutes perday, five (5) days each week.

The first week, after a general explanation of the three (3) week unit, want ads for each of the positions are displayed on an overhead projector (Figure 1).

There are five departments within the company: the office of the President and Vice-President, the Secretary, the Bookkeeper, the Advertising Department, and the Salespersons department. The skills necessary for each position are discussed, and brief explanations of the job duties are presented. It is stressed that no job is the "best"; rather that all employees "sell" the company through their behavior and quality of work. Following discussion of the want ads, the students are asked to consider the job for which they would like to apply. A want ad list (as seen in Figure 1) is passed out for that evening's thought, and each student is asked to bring an ink pen in preparation for the following three (3) weeks' activities.

INTRODUCTION LETTER

The next day's activity begins with the illustration of an introduction letter (Figure 2) on the overhead projector. Each letter part is labeled and discussed. The students are told that they may copy verbatim any letter parts which are not underlined. However, underlined sections alert the students that they must insert personal information at these points when writing their own letters of introduction.

A poster-size introduction letter for class demonstration which has been cut into the various letter parts is displayed on the chalkboard ledge. Several students are called upon to tape a section of the letter to the chalkboard at a time, until all parts are placed in their correct positions; thus making an introduction letter in entirety.

Finally, using the sample letter as a guide, the students write their own letter to the "Townzen Company", applying for one of the six (6) positions as listed in the want ads.

APPLICATION COMPLETION

The third (3rd) day's attention is directed toward the completion of an application to the company. Once again, an application is shown on the overhead and each blank explained; applications from the local community are best utilized. Each student completes his or her

application, but peer-help is encouraged. The students are informed of the fact that their letters of introduction and applications will be utilized by the interviewer during each student's personal interview within the following week.

PHONE INTERVIEW

During the fourth (4th) and fifth (5th) days, the students are required to hand in perfect letters of introduction and application--no mistakes are allowed--thus, several rewrites may be necessary. However, the perfect copies are kept by the students for future use in applying for real jobs. Following this, the telephone interview is explained to the students and later practiced by each. Three phones are utilized: one student role-plays the personnel office interviewer, a second student role-plays the secretary, and the third student calls for an interview appointment with the company. A few practice calls are made and then each caller is graded, using the "Phone Interview Rating Sheet" (Figure 3) as the grading criterion. All onlooking students rate the caller with a "yes" or "no" response on eight points. This rating sheet keeps the non-participating students actively interested in the calls and also provides over-learning of the phone interview process. Slower students may be called upon near the end of the class period, which allows them to learn from the other calls.

PERSONAL INTERVIEW

The second week stresses the personal interview and techniques for presenting oneself successfully to an employer. Two movies are seen during the first two days: "Job Interviews: Three Young Men" and "Job Interviews: Three Young Women"; each movie contains real interviews of three young people who were not aware that they were being filmed. After each interview, there is time to stop the movie projector and discuss the interviewee's strengths and weaknesses. These movies afford the students an excellent opportunity to critically evaluate a variety of interview situations. Along with the viewing of the films, an in-depth discussion of how to conduct oneself in the interview occurs. Dress, speech, eye contact, posture and preparation for answering interview questions are each covered and explained.

Sample interviews with the teacher are then performed in the classroom during the third day. Onlooking students rate the student-interviewee, using the "Personal Interview Grading Sheet" (Figure 4) as the criterion measure. The rating sheet again maintains the on-task behavior of onlooking students and provides over-learning of the interview situation. The students are told to dress appropriately for their interview the subsequent day, that takes place in front of the video tape machine.

The fourth day each student has his or her video-taped interview with a member of the community or a school counselor who is usually completely unknown to the students. Honest stress is experienced as the students are interviewed by a "stranger". The video tape provides an extra measure of stress; and it later furnishes each student the opportunity to view his or her behavior in the interview. Onlooking students and the teacher remain in an outer room and rate the interviewee while watching him/her on the video TV screen. The interviewer is provided with a list of sample questions to ask the interviewees, the students' letters of introduction and job applications--all of which aid in his/her task of evaluating the student-interviewee.

Review of the video interviews is done the fifth (5th) day. Each student's interview is shown, discussed and the interview grade is handed out. The students are told that the announcement of the hiring for the six (6) positions will be made the following week.

BUSINESS OPERATIONS IN THE CLASSROOM

The third week of classroom activity centers around the actual operation of the ink pen selling business. Each student's position is announced and posted. Some of this week's activities are real in that they pertain to the sale of the pens. Most activities, however, are "hypothetical" tasks which are performed within the classroom and do not truly affect the actual sale of the product.

The students are made aware that they must use their own initiative in the completion of all work this week. Each department has a materials box, in which is kept all daily directions and work-

in-progress. As each class hour begins, every department is responsible for the thorough reading of their daily directions. Non-readers or slow readers are helped by a reader within their department, or the daily directions may be taped in advance on a casette recorder.

The students are now acting as employees this week--normal class activities are put aside and a company with its own rules and regulations takes the place of schoolwork. The teacher plays a minor role in the business' functioning, except when directions need clarification or a serious problem requires outside intervention.

PRESIDENT AND VICE-PRESIDENT

The President and Vice-President comprise a department and are responsible for the smooth running of all other departments. If any of the workers cannot function appropriately on any given day, the President and Vice-President have the authority to "fire" that worker for one class hour. If this occurs, the fired employee removes himself/herself from the business and sits in the hallway or office during that hour. The following day he or she resumes work. The employee is responsible for completion of all assigned work for any day on which he/she was fired, and all pay is lost for that day.

The President and Vice-President must handle three (3) hypothetical problems this week (Figure 5). Each situation requires them to call employees together for a meeting and reach a concensus solution. The President and Vice-President soon realize the difficulties of leading a fruitful meeting! The two leaders must also keep in touch with the amount of money collected from the Salespersons as well as other assigned tasks (Figure 6).

SECRETARY

The Secretary performs a variety of duties (Figure 7), including the perusal of catalogs to order new office furniture, the typing of apology form letters to hypothetical customers who expressed complaints, and the handling of all company mail. The office party refreshments are also handled by the secretary.

BOOKKEEPER

Duties of the Bookkeeper (Figure 8) include keeping the books on the pen sales, writing checks to charities, and making out the payroll based on employee time card information. The bookkeeper is also responsible for the completion of a simple Balance Sheet from a given list of assetts and liabilities.

ADVERTISING DEPARTMENT

The Advertising department is comprised of several employees, whose duties include the production of posters and the writing and taping of radio ads (Figure 9). Work integration between the five (5) departments occurs at various stages of the business' operation; hence each department is actively involved with the others. Other members of the school community are also recruited when teachers are asked by advertising personnel to allow the posting of ads in their rooms.

SALESPERSONS

The salespersons work on hypothetical jobs as well as the actual selling of the ink pens (Figure 10). The salespersons use community phone books to address post cards to prospective customers (hypothetical use only). Writing skills are incorporated when the salespersons write their own sales pitches; these sales pitches are then practiced on the telephones, with another salesperson role-playing the customer. Outside the classroom-operated business, the salespersons actively engage in selling the ink pens to other students, teachers, their families and neighbors. The actual selling of the pens may continue for up to a total of three weeks (one week during the in-class business activities, plus two additional weeks).

The selling of the ink pens, the use of the advertising posters and later, the field trip, are the "real" a tivities in this unit. All other tasks are hypothetical in nature and are accomplished withing the class setting.

After the business is run in the classroom for five days and the pens are sold for three (3) weeks, money totals are calculated and

any unsold pens are returned to the supplying company. Classroom profits are totaled and the check to the supplier is written and mailed. Ideas for the field trip are proposed and voted upon by the students. It is understood that at least a part of the field trip day must be spent in an educational activity; a quite informative field trip has been the tour of the Federal Reserve Bank located in St. Louis, MO, with a concluding luncheon in the city.

Many things have been learned, not the least of which are: cooperation, initiative, and working until a job is accomplished with pride. Pictures of the students engaging in these business tasks may be displayed at Open House; this gives parents a feeling for what their children are doing in class. When given positions of authority and responsibility which are the result of hard work on the part of the students, the "workers" truly view their work seriously. The unit is easily incorporated into the daily curriculum, and it is an excellent means of training students in a realistic simulation, while at the same time evaluating their job potential.

FIGURE 1

Want Ads

PRESIDENT

Must have leadership qualities. Exc. oppty. No exp. nec. Ref. nec. Full time. Call Townzen Co., 365-0000, between 9-5, or write 777 N. Wood River Ave., Wood River, IL 62095.

VICE-PRESIDENT

Able to give President ideas and help lead a group. Have ideas to improve amt. of sales. Gd. wking. conditions. Full time. Ref. nec. Call Townzen Co., 365-0000, between 9-5, or write 777 N. Wood River Ave., Wood River, IL 62095.

SECRETARY

Exc. off. oppty. Able to copy form letters, make phone calls, deliver messages. Full time, ref. nec. Call Townzen Co., 365-0000, between 9-5, or write 777 N. Wood River Ave., Wood River, IL 62095.

BOOKKEEPER

Exp. with figures nec. Operate electric adding machine. Keep sales records, write payroll. Full time. Ref. nec. Call Townzen Co., 365-0000, between 9-5, or write 777 N. Wood River Ave., Wood River, IL 62095.

SALESPERSONS

Full time work selling products to consumers. Ability to talk to people, responsible with money (responsible for reimbursement of lost or stolen money/goods). Salary plus bonus. Ref. nec. Call Townzen Co., 365-0000, between 9-5, or write 777 N. Wood River Ave., Wood River, IL 62095.

ADVERTISING PERSONNEL

Work in all phases of advertising department. Qualified to draw and/or write copy for ads, posters. Creative thinking nec. Ref. nec. Full time. Call Townzen Co., 365-0000, between 9-5, or write 777 N. Wood River Ave., Wood River, IL 62095.

FIGURE 2

201 Main Street
Wood River, IL 62095
October 12, 19__

Townzen Company
777 N. Wood River Ave.
Wood River, IL 62095

To Whom It May Concern:

I saw your ad for the position of salesperson in the newspaper, and I am very interested in applying for the job.

I am available to begin work at any time. My skills are: the ability to talk to people, responsible with money, and I previously sold candy for a school sale.

You may reach me at 254-0000, after 3:30 p.m., in order to set up an interview time. Thank you very much.

Sincerely,

Your Name

FIGURE 3

Phone Interview Rating Sheet

Applicant's Name:_____

1.Spoke loud and clearly	Yes	No
2.Gave his/her name	Yes	No
3.Asked to speak to person in charge of hiring	Yes	No
4.Said what kind of job he/she was looking for	Yes	No
5.Asked for an appointment	Yes	No
6.Repeated date and time of appointment	Yes	No
7.Said "thank you"	Yes	No
8.Said "good bye" and used boss' name	Yes	No

FIGURE 4

Personal Interview Grading Sheet

Interviewee's Name: _____

1. Neat appearance	Yes	No
2. Introduces himself/herself	Yes	No
3. Shakes hands	Yes	No
4. Stands until asked to sit	Yes	No
5. Applies for one certain job	Yes	No
6. Does not ask for a certain salary	Yes	No
7. Keeps good eye contact	Yes	No
8. Speaks clearly	Yes	No
9. Says "thank you" at end of interview	Yes	No
10. Acts confident (not too nervous)	Yes	No

FIGURE 5

Example of Daily Problem

#1--Customer Complaints
President & Vice-President: Hand out memo to each employee and then call a meeting.

MEMO
TO: Salespersons
FROM: President, Vice-President
RE: Customer Complaints

Seven different customers have called our company with complaints this week. Two persons said that the salespersons were very rude to them (the customers). Three other customers said that the salespersons were very slow in getting their orders in. Let's meet when you first arrive at work today.

FIGURE 6

Example of Daily Work Directions--Day 2--President, Vice-President

1. Today you must hand out the products to the salespersons.
2. Ask the bookkeeper to come over, bringing the "Sales Sheet" and an ink pen.
3. Ask the salespersons to come over one at a time.
4. Hand out a certain amount of products for the salespersons to sell within the next 3 weeks. Tell them to bring in money each day from sales.
5. BE SURE to tell the salespersons that THEY are responsible for paying the company for any lost, damaged or stolen goods/money.
6. Help the bookkeeper fill out the "Quantity Taken to Sell" column on the "Sales Sheet".
7. Start making a company report that will go to the national office. (It MUST be finished by Friday.) Write in ink on Townzen Co. stationery (the secretary has the stationery and carbon paper) and make a carbon copy.

The report should look like this:

	Position:	Name:	Salary
A) Employees	President:	_____	_____
	Vice-President:	_____	_____
	Secretary:	_____	_____
	Bookkeeper:	_____	_____
	Advertisers:	_____	_____
	Salespersons:	_____	_____

B) Goals of the company: (use the goals you wrote yesterday)
1. - 4.

C) Amount Given to charities: (get these figures from the bookkeeper)

Name of Charity	Amount Given

FIGURE 7

Example of Daily Work Directions--Day 2--Secretary

Your company has received 2 letters of complaint. It is your job to:

1. Answer BOTH letters by copying (printing or typing) the complaint apology form letter (make a carbon copy of each letter and file the carbon in the "Correspondence" folder).
2. Use today's date.
3. Address each letter to the correct person(s), NOT the name and address on the form letter sample from which you copy your new letters.
4. Have the President sign his/her name to both letters.
5. Address 2 envelopes, put the letters in (fold the letter in thirds), and put a stamp on them.
6. Put the letters in the "Stamped" mail tray.
7. Address the letters to:

Mrs. Geri Smith 622 South Ave. Alton, IL 62011	Mr. & Mrs. B. Datton 997 Willow Lane St. Louis, MO 63156

FIGURE 8

Example of Daily Work Directions--Day 1--Bookkeeper

Every day, fill in your time card.

Every day, keep records of the money brought in.

1. Pass out a W-4 form to every employee (including yourself). Make sure that everyone fills his/her form out correctly and collect the bottom part back.
2. Set up the money books:
   a) Print the name of the company on the top of the "Sales Sheet".
   b) Label each column with the correct date (start with today's date; fill the dates in for 3 weeks; do NOT count Saturday or Sunday).
   c) Print each salesperson's name under the "name" column on the "Sales Sheet".
   d) On the "Employee Earnings Record", fill in these columns for EACH worker: (you'll find the information on each person's W-4 form)
      Social Security Number
      Name
      Marital Status
      Allowances

FIGURE 9

Example of Daily Work Directions--Day 2--Advertising Department

1. Write a radio ad script on notebook paper. YOU, the advertising department, will be recording this ad on the tape recorder.
2. Here are some different ways you can make your radio ad:
   a) have one person talk in the ad about our product.
   b) have two people talk in the ad about our product.
   c) have two or more people talk to each other about our product.
   d) have sound effects (footsteps, creaking door, etc.) to make the ad sound better.

   BE CREATIVE!
3. EACH person must write his own copy of the ad.
4. Have the President and Vice-President OK your radio ad script.
5. You will tape it tomorrow--PRACTICE TODAY!

FIGURE 10

Example of Daily Work Directions--Day 1--Salespersons

Every day, fill in your time card.

1. Each salesperson must choose a letter of the alphabet.
2. Get a phone book.
3. Address 10 sales approach post cards to 10 persons whose last names start with your chosen alphabet letter.
4. Write the customer's name on the line after "Dear _____:".
5. Fill in our product name on the blank line in the paragraph on the post card.
6. Sign your name on the bottom of the post card.
7. Fill in your phone number beneath your name.
8. Put a rubber band around the post cards and then put them in the "Unstamped Mail" tray at the Secretary's desk.

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